



# Shawlands Primary School

## Assessment and Feedback Policy

REVIEWED ANNUALLY

Updated by D Thompson in November 2023

Approved by the Governing Body on:

At Shawlands

we want all our pupils to **thrive**  
**academically**, **creatively** and  
**socially** by providing a  
**broad, balanced curriculum**,  
**engaging lessons** and  
**stimulating experiences** in a  
**safe, welcoming environment.**

# ASSESSMENT.

## ETHOS AND RATIONALE

We believe assessment is a crucial aspect of education. It is of vital importance that all school staff constantly monitor what a child can and cannot do in order to ensure that learning is well structured and meets the needs of all pupils. Teachers work in a continuous cycle of:

1. Assess what children can do (sometimes called a baseline)
2. Plan sequences of learning to meet their needs
3. Deliver/teach the planned curriculum content
4. Assess to monitor how successful the learning was
5. Review the future needs of the child/group/class

We assess children differently in each phase of school but the principles remain the same. **It is of vital importance that assessment at all levels is judged upon what a child can achieve independently and consistently.**

Children all have different strengths, weaknesses, abilities and needs, and these can vary by subject as well as across different points in their school lives. Teachers need to monitor and track those needs constantly, with the help of support staff and the child/their work samples, in order for assessment to be effective.

Throughout school, there are 3 types of assessment, each with its own purpose:

### Day-to-day in-school formative assessment:

- *Question and answer during class*
- *Feedback on pupils' work*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scrutiny of work for pupil attainment and development*
- *Photos or video clips capturing evidence*

Formative assessment is an integral part of all our daily teaching and learning. It allows pupils and teachers to measure knowledge and understanding on a continuing basis and enables teachers to adapt and provide learning experiences to support or extend as necessary. It allows both pupils and teachers to evaluate areas for improvement and plan accordingly.

### In-school summative assessment:

- *Formal data entry points 3 times a year*
- *Short end of topic or unit tests*
- *Weekly/half termly scored tests*
- *Reviews or case studies for pupils with SEN and disabilities*

In-school summative assessment enables teachers and Senior Leaders to evaluate the effectiveness of teaching and monitor the performance of a cohort over a period of time, identifying the need for interventions or more formal support. This type of assessment ensures that pupils are progressing over the year at an expected rate and provides pupils and parents with information about individual achievement.

**Nationally standardised summative assessment:**

- *Start of Foundation 2 Baseline*
- *End of Foundation Stage Profile*
- *Phonic screening test in Year 1 (with re-checks in Year 2)*
- *Multiplication Check in Year 4*
- *National Curriculum tests at the end of Key Stage 2*

Nationally standardised summative assessment provides information on how pupils and the school are performing in comparison to others nationally. This type of assessment enables schools to benchmark themselves against other schools locally and nationally and make judgements about their effectiveness.

**NFER Standardised Tests (Current school assessment systems)**

At Shawlands, pupils' progress will be tracked on the school's own tracking system, which can track a child's learning from the end of EYFS to Year 6 in line with the current curriculum in reading, writing, GPS (Grammar, punctuation and spelling) and maths. Pupils are tracked in relation to their position relative to the expected standard for their age, with a numerical value given to their relative attainment. Standardised Scores are used as a guide for Teacher Assessments, with 98-114 the guide for working at the Expected Standard, 115+ for Greater Depth, and <98 for Working Towards.

Children scoring below 80 on NFER tests will be discussed on a case-by-case basis by SLT to determine whether they should be given a lower-age test or assessed using Connecting Steps for subjects where they cannot access a more formal test.

**SETTING TARGETS, PUPIL PROGRESS AND ANALYSIS**

Assessment at Shawlands will report clearly on pupil progress at any point of the school year. For more formal pupil progress, attainment will be reported on at three points over the school year (autumn, spring and summer) and discussed at Pupil Progress Meetings. Using these data entry points, teachers and senior leaders will analyse data in relation to the percentage of children who are below, in line with or above GLD (Good Level of Development) in order to identify areas of support and challenge and set appropriate targets for the end of the year.

**REPORTING TO PARENTS**

At key points during the school year, parents will be invited to meet with teachers in order to discuss their child's attainment and progress. This attainment will be reported as where the child is in relation to Age Related Expectations and school will ensure that parents are clear about their child's strengths and areas for improvement. School will also ensure that discussions will be clearly focused around pupil's next steps and future provision in order for home and school to work closely together to provide the best, tailored education possible.

**REPORTING EXTERNALLY**

In the EYFS we conduct a baseline assessment of all pupils in F2 (usually in their first 3-4 weeks in school). This helps us to find the appropriate starting points for each child and closely target their initial needs. It also helps us to group children by ability to support or challenge them to make good progress and reach their potential throughout their time at Shawlands. Throughout F1 and F2 teachers observe the work and play of children, record their views and questions/answers and keep a small amount of work samples in an online tracking tool and learning journey that captures evidence of

progress and achievement that can be shared with external moderators, senior leaders and the child's family.

Children are tracked through the appropriate age bands against the curriculum content for all EYFS children nationally. We update progress summaries regularly and, in June, complete the final EYFS profile for all children who are about to leave the EYFS phase. There are no external tests at the end of EYFS. The outcomes at the end of EYFS are reported to the Local Authority and processed so that they can be compared to other local schools and against national averages.

In KS1 we baseline the pupils on the school's tracking system through effective liaison between the EYFS teachers and the Y1 teachers. This is done through revisiting EYFS standards and achievement and some informal, initial assessments in Y1. We use a range of informal tests and long pieces of independent work to measure progress on the tracker so that we can report on achievement and progress against relative starting points. This means that each child will have a formal amount of in-year and in-key stage progress measured. This will ensure that senior leaders can hold staff to account and ensure that child make appropriate progress and, ultimately, reach their full potential.

At the end of Y2 (KS1) all pupils sit formal assessments in spelling, punctuation and grammar, maths, reading and writing. These assessments are completed in school using standardised materials that are previously unseen by the pupils. These assessments are used alongside pupil work samples to ascertain a final KS1 standard of work. These assessments will help us to report to pupils, parents, school leaders and the Local Authority what each child achieved and the amount of progress made in each year group and since the end of the EYFS.

At the end of Y6 (KS2) all pupils sit formal assessments in spelling, punctuation and grammar, maths and reading. These assessments are completed in school using standardised materials and by following a national timetable. The assessments are previously unseen by the pupils. Children also complete a writing portfolio across the year. On some occasions the writing assessments of Y6 learners are moderated by school leaders, and on average every three years by the Local Authority.

These assessments will help us to report to pupils, parents, school leaders, the Local Authority and the Government what each child achieved and the amount of progress made in each year group and since the end of the KS1 and the EYFS.

The outcomes in Y6 (end of KS2) are reported to the Government and processed so that they can be compared to previous school outcomes, other local schools and against national averages.

# FEEDBACK.

## **ETHOS AND RATIONALE.**

Pupils make progress when they clearly understand why and what they are learning within the lesson; where their current learning lays and how to progress themselves independently. This is achieved through clear, succinct written feedback, as well as through verbal, peer and self-assessment. Where feedback is most effective, it links directly to the success criteria taught and modelled during the lesson.

At Shawlands, great emphasis is placed on children being responsible for their own work. If an individual's work is not of the high standard expected of them personally, then the work may be returned to them to be completed to the expected standard. This includes greater emphasis on the pupils' editing of spellings and punctuation in line with age related expectations.

Deep feedback (defined as being progressive, challenging and including higher order questioning) is used frequently to enable progression each time. This includes deep feedback for SEND children being in line with pupil profile targets where appropriate.

A balance of different marking strategies supports the progression of all pupils across a unit of work. Teachers use their professional judgement to choose which marking strategies to employ at different points of the unit in response to the needs of their class and individual pupils.

### **Written feedback in Literacy**

Deep written feedback is present across a unit of work in Literacy and given by the class teacher in green ink. Written feedback is appropriate to the reading ability of the individual child and symbols are used if written words are deemed inaccessible.

The first piece of deep written feedback is present around the middle of the unit although this does not have to be at the same point for each child in order to allow for more effective individualised and group marking at relevant points for the child. Pupils are expected to make progress as a result of written marking and the level of progression forms part of the professional dialogue around individual pupil progress.

The second piece of deep written feedback is present at the end of the unit and relates to the child's success/progress as well as identifying steps forward for the next unit. This feedback is used by the teacher to inform the updating of the school's assessment tracker and pupils are expected to progress within the next unit in response to the deep written feedback. The level of progression in response to the written marking forms part of the professional dialogue around individual pupil progress.

### **Written feedback in Maths**

Deep written feedback is used in maths where it is seen to be the most effective method of setting next-step challenges, or identifying and correcting misconceptions. It is given by the class teacher in green ink. Written feedback is appropriate to the reading ability of the individual child and symbols are used if written words are deemed inaccessible.

Due to the nature of Maths work, feedback in this subject will often be given through Verbal Feedback (live-marking), or through the teacher addressing misconceptions in the next lesson, or through in-lesson learning-pauses.

### **Verbal feedback**

Deep verbal feedback is given to individuals and focus groups regularly across lessons by both the teacher and support staff. This may be during a lesson where success or a misconception has been identified, during an AfL session with a Teaching Assistant, or at the start of the next lesson.

When deep verbal feedback has been given to a pupil, "VF" may be evident within the margin, written in green pen if given by the teacher and purple pen if given by support staff. This is to support teachers in recognising progression made by pupils in relation to when feedback was given.

No written target is expected alongside the letters "VF" unless it is deemed necessary for the individual child (the child may not remember the feedback given without a quick target). In this case, symbols may be appropriate or one word to support memory may be deemed appropriate by the teacher/TA. The level of progress in response to the verbal feedback given at different intervals forms part of the professional dialogue around individual pupil progress.

### **Peer assessment and/or self-assessment**

Peer and self-assessment is used regularly across lessons to emphasise pupil responsibility and promote independent progression.

Pupils are expected to assess their own and others' work to a high standard in terms of questioning, presentation and in line with the relevant success criteria.

The level of progression in response to the peer/self-assessment forms part of the professional dialogue around individual pupil progress.

### **Non-Core Subjects:**

In non-core subjects a combination of written and verbal feedback and live-marking should be evident over a unit or work.

*Please note that expectations on all staff are made clear and linked to safeguarding and child protection, through our 'Professional Code of Conduct Policy'.*